

Developing Students' Essay Writing about Tourism Topics through Word Clustering Technique

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ABSTRACT

This study aimed to analyze the effectiveness of developing students' essay writing about tourism topics through word clustering technique. The subjects under study were students sitting on semester 6 at *Sekolah Tinggi Pariwisata Bali Internasional* (International Bali Institute of Tourism). This classroom action research (CAR) was basically triggered by the fact that the subjects under study have still low capability in English essay writing about Tourism Topics. This study made use of pre-test or initial reflection (IR) and post-test research design using descriptive analysis. There were two cycles in this CAR and each cycle consists of four successive sessions. The IR was intended to establish the real pre-existing English essay writing capability of the subject under study. The Mean of the Pre-test or IR score obtained by the subjects under study was 3.63. The Mean of the Post-test or R scores both in Cycle I and in Cycle II showed an increasing figure which is 4.12 in S1, 5.06 in S2, 5.78 in S3, 6.34 in S4, 6.76 in S5, 7.14 in S6, 7.44 in S7 and 7.82 in S8. These figures showed that the Mean of the Post-test or R scores in each session was much higher than the Mean of Pre-test or IR in essay writing. The data analysis further led to the computation of the Grand Mean score for both Cycles I and Cycle II. The computation of the Grand Mean resulted in Cycle I (XI) was 5.32. The computation of the Grand Mean resulted in Cycle II was 7.29. The difference Mean of Cycle I and cycle II is 1.97 ($XII - XI = 7.29 - 5.32 = 1.97$). These research findings revealed that developing students' essay

writing about the tourism topics through word clustering technique was very effective.

Keywords: essay writing, effectiveness, cycle

Introduction

1.1 Background of the Study

The determination and selection of English as an important required subject is due to the fact that English is one of the most used international languages in the world. As a consequence, English serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism or any other ventures, which interest people in their life (Edge, 1993:25-27). In this case, the role of English is a large issue. It is used as a means of communication among people throughout the world. In the era of globalization, where competition among people throughout the world is very keen and competitive, understanding English is a must. The rapid development of science and technology as well as telecommunication tools needs the mastery of English. Having good and effective communication ability in English is a necessity. Knowing and realizing the important role of English, students should be sufficiently equipped with communication skills in English, both in writing and speaking.

In Indonesia, there are at least four different reasons for learning English. First, the school curriculum has determined that English is one of the compulsory school subjects. Second, some people might even be learning English because they want to be accepted into an English-speaking society; this is called *integrative* motivation or some people learn English for their own goal i.e. to get a job; this is called *instrumental* motivation (see Edge, 1993). Third, some people may realize that by learning English, they will have a chance for advancing their future and a better job with two languages rather than only having one language. The last reason, some people may want to continue their study in English

speaking countries where English is used as the formal national language such as in Australia, England, and the USA.

Linguists and language specialists sought to improve the quality of language teaching in the twentieth century. They elaborated principles and theories of accountability approaches to the design of language teaching programs, courses and materials. They sought rational answers to questions, such as those regarding principles for selection and sequencing of vocabulary and grammar teaching to improve students' writing skill. Searching the process of finding the best appropriate way of teaching English is still going on. This means that, as in teaching any subject, particularly English is dynamic. Therefore, for every lecturer, it is very necessary, indeed required, to improve his/her knowledge of the materials of the subject being taught, but also the techniques of how to teach effectively and appropriately.

According to the Competency-Based Curriculum, the teaching of English at the tertiary level is intended to equip students with communicative skill. Communicative skill is not merely the acquisition of speaking ability but also writing ability. This is due to the fact that the use of communication skill is a prerequisite for the mastery of other language components, such as vocabulary and structure in order to be able to compose good writing.

For communicative purposes, the four language skills that are listening, speaking, reading and writing must be taught simultaneously and comprehensively. However, the facts show that the current range of teaching techniques in teachings of English is considered fail to equip students with sufficient communicative skill. This is shown by the fact that students themselves can hardly communicate both in speaking and writing in this target language. But still, writing is one of the most important and effective means of communication. In this term, students should be facilitated with sufficient writing skill so that they will be able to communicate their ideas in an effective and meaningful way. Writing process is very important indeed to prepare students thoroughly for new stages in academic development, class examination, and students' future life, particularly in term of having a better job (see Ngurah 2001).

Harmer (1991) reminds that teaching writing is not an easy task to be accomplished in a few spare minutes of class-writing sessions. In teaching writing, therefore, there are special considerations to be taken into account which include the organizing of the sentences into paragraph, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse. Any piece of essay writing consists of several unwieldy and coherently structured sentences, and realizing that good writing is indeed the solid foundation of good essay writing and/or composition. This is clearly shown that students' ability to compose good essay writing greatly depends on their good essay writing. Chanock, Rao, and Krishnan (2007) states that students' ideas are based on patterns that they've noticed in argument essays and their ideas could also be of help to those who teach essay writing strategies to students starting to write in a tertiary context.

All the above-mentioned factors explicitly suggest that English lecturers should ideally devote more time in teaching essay writing. Because writing is a productive skill, which demands a more profound learning level and requires a greater retention of vocabulary and language structure understanding, English lecturers should also be more active and creative in utilizing, and more effective in experimenting with different techniques to establish the skill of writing as not only meaningful but also interesting and easy for their students. After having some teaching experiences at Sekolah Tinggi Pariwisata Bali Internasional (International Bali Institute of Tourism), the researcher has found out that most students, particularly students who sitting at semester 6, are still facing problems of composing good essay writing about tourism topics. In the researcher's opinion these problems should be immediately solved by providing a certain technique in teaching essay writing, otherwise, students will be faced with more and more crucial problems of understanding good essay writing.

In this respect, the researcher intends to guide the students increasing their essay writing skills in English so that students can communicate their ideas effectively and meaningfully through a piece of writing. The researcher will establish classroom action research study in teaching essay writing by mean of

word clustering technique as a key contextual aid to the students sitting on semester 6.

1.2 Research Question

As mentioned above in the background of this present classroom action research study, the ultimate goal of teaching English is to equip the students with communication skill both in speaking and writing. Many people consider that writing is a less natural or a more formal style form of communication. However, they realize that the role of writing as a means of communication is indeed very important. Based on this rationale, the researcher formulate a research question “To what extent is the effectiveness of teaching essay writing about tourism topics using word clustering technique?

1.3 Significance of the Study

The findings of this classroom action research study are expected to have both theoretical and practical importance to the teaching and learning process in English, especially in teaching essay writing. These significances are described below:

1. Theoretically, the findings of the research study are expected to enhance to theories of teaching technique in English and support evidence to the existing research findings, which have revealed the importance of having and experimenting different techniques concerning to teaching essay writing.
2. Practically, the findings of the present research study are expected as an informative feedback to the English lecturers at International Bali Institute of Tourism concerning to the effectiveness and/or benefit of applying word clustering technique in teaching, particularly in teaching essay writing. So the researcher and the English lecturers will be encouraged to be more active and creative in utilizing the certain different technique in conducting teaching and learning process in English. This clearly implies that the findings of this classroom action research study can be taken into account to plan a better and more effective teaching scenario in the future.

3. This classroom action research study is expected to encourage the subjects under study to be keener and motivated to learn and improve their essay writing skill. Ngurah (2001:34) states that motivation is a central and vital factor in successful learning and acquisition of all outcomes.
4. This classroom action research study also intended to be used as a reference in planning a better teaching technique. It is important that a good lecturer should be ready and willing to expand their teaching techniques. Needless to say that English lecturers should equip themselves with some working theories, principles, methods, and techniques of how to run the class effectively and successfully.

Review of Related Literature

2.1 Paragraph Writing

Oshima and Hogue (1983) state the mastery of English sentence structure is indeed very important and fundamental to compose an enjoyable and a meaningful clear writing. Students should be able to make an effective and appropriate use of the four types of sentence structure, that is; simple sentence structure, compound sentence structure, complex sentence structure, and compound-complex sentence structure. To write well also means avoiding making mistakes and/or error in grammar. The term grammatical, which is often used in reading comprehension, suggests that the use of correct or incorrect grammar will surely affect the communicated meaning. Mechanical correctness and accuracy is another common and essential requirement for an effective and efficient communication through writing. For example; the correct use of punctuation marks may clarify the ideas expressed in the composition. Nevertheless, there is often a tendency that the writers do not so much concern with the correct use of mechanics and punctuation marks. Writing is one way of making meaning by experimenting other language components. This means that writing is a purposive expression of thought and feeling concerning the subject matter. The need of writing a good essay writing is, to generate thought and feeling in pattern smoothly and meaningfully. The need to choose the diction, which fit the purpose, is very essential.

In the researcher's opinion the way in which the writing process can get started is even more difficult for the students. Students sometimes take a few minutes to start putting their ideas into a piece of writing. In written language, a text has to carry all the messages conveyed. This means writing has its own characteristic and strength. Consequently, the writing process will consume much more time and plan compared to speaking. A writer, in this sense, has to pay a lot of attention to all the written language features, e.g. punctuation marks and sentence structure. Palmer and Brinton (1997) remarked that paragraph is a split up of a text into sensibly sized chunks of information. A paragraph can also help the writers to get a message across clearly. It is plainly seen that a writer can use paragraphs to organize information for the readers.

As what has been previously mentioned, writing is clearly used as an effective and useful mean of communication. Writing is still considered as a difficult school subject. It is due to the fact that good essay writing requires the application of some special details and related skills. The writing skills needed include the use of diction, mechanics, and rhetoric as well as sentence structure. These factors play a very important role in establishing of good essay writing.

Another problem might be faced by students is the rhetorical problems. In composing good and effective paragraph students should know how to organize the chosen words and sentence patterns to fulfill the given rhetorical meant. Needless to say that the students find it difficult to reach the proficiency level of the Target Language, which means rhetorical problem is seen as a difficult task to deal with. Rhetoric means the organization of both in content and form in order to meet a particular objective e.g. demanding somebody to do something. Rhetoric is an art of effective communication. It is a skill that enables us making wiser choice of the tools to achieve the desired need at the end (see Halim 2001). To establish good and well-organized essay writing, one has to merely know the rules of the English grammar and the principles of English rhetoric. Oshima and Hogue further remark that learning the principles of English rhetoric is simply learning the grammar itself. The basic principle of English rhetoric is including the development, unity, and coherence of the essay writing.

2.1 Conception of Essay Writing

Paragraph development means the development of one main idea into a group of related words forming related sentences. It is often viewed that the longer the paragraph is the greater of unclear meaning of the written paragraph will be. It often happened because writers tend to write irrelevant facts, details, and examples to their paragraph. So the amount of sentences composing one paragraph is not so important. Something important in essay writing is complete and clear developed idea. To develop a good paragraph one must try to stick with one single topic. A paragraph has its unity because it has single topic. A good writer should always be able to develop one single topic and to give specific reason for each paragraph in his or her composition. This is due to the fact that the topic is the major unifying force within the paragraph. Consequently, every sentence in each paragraph has to support the single topic. In a well-constructed paragraph the sentences lend support in a good manner.

Style and organization are the two important aspects of English rhetoric. Style and organization of the sentence structure can be used to create a logical sequence of the ideas and thought conveyed. Students probably make frequent use of the traditional patterns of organization and rhetoric style, sometimes without realizing that they are making choices. A good writer should realize that the use of rhetoric style and organization is very important in essay writing. It is truly important in making a good sentence structure.

Without having good sentence structure, students will find it hard to make use of the rhetorical expression in their essay writing. In another word, students should be able to combine the different use of the sentence structure in essay writing. The students' ability to make a good combination of different sentence structure in their writing can reflect of their mastery of English sentence structure. Oshima and Hogue (1983) remark that English sentence structure can be divided into four classifications. The type of clause that is used to constitute it determines each classification. The four-sentence structure classifications are simple sentence structure, compound sentence structure, complex sentence structure, and compound-complex sentence structure.

Popham and Baker (2001) state that teaching is a very complex activity, which involves lecturers and students with their different cultural background, curriculum, teaching technique and method, lesson plan and material. As it has been mentioned in the previous statement, writing is one of the four language skills that have to be taught by any English lecturers. Since writing is a complex productive skill, it is not an easy task to be taught at short hours. It might be extremely difficult because most students have different language acquisition of the Target Language (TL). It is unquestionably justifiable that students' mastery of the TL is reflected in their writing. Consequently, most lecturers may complain about how to teach writing skill effectively and meaningfully to their students. On the other hand, lecturers should take the responsibility of the success of their students' writing acquirement. This is due to the fact that the lecturers, as the most influential person in classroom activity, have to be responsible in utilizing their teaching technique so that the students can improve their learning skill, especially in writing. The most crucial problem for the English lecturers who teach writing English as a foreign language might be in giving control so the students do not make the same mistake in their essay writing and at the same time to train students to communicate effectively and meaningfully in English.

Composing any type of paragraph clearly involves a number of complicated rhetorical and linguistic problems. But still, English lecturers should try to avoid their students make crucial errors. The errors committed by students in essay writing reflect their poor mastery of the essential component required. Students' errors are indeed very complex and sophisticated to deal with in a short span of one semester time. The frequently errors made by students generally cover different areas such as; sentence structure, diction, rhetorical style, and mechanics' matter. Some students, however, have sufficiently acquired the writing skill. They are talented in composing sentences into a well-constructed paragraph. It should be honestly admitted that not all students are capable of acquiring the writing skill. Therefore, they need a special teaching approach and/or technique in order to be able to improve their writing ability. In this matter, English lecturers surely need longer amount of time to inculcate writing skill on the parts of their students.

Realizing that essay writing is indeed very important class subject, English lecturers should try to use different technique in teaching writing, especially in teaching essay writing. English lecturers must also plan their writing instruction and expectation clearly to their students. There are a number of teaching techniques in teaching writing. One of them is word-clustering technique. This technique can be used as a key contextual aid in developing students' essay writing skill.

One of the techniques used in teaching writing is, through word clustering technique. This technique has been widely used in teaching writing. Rico states that word clustering technique is a technique, which is used to sort out the ideas randomly on the piece of paper. He further argues that the process of clustering the words on a paper is just like the process of thinking a great idea in one mind. Students of EFL, however, still find it difficult to start to write with full comprehension until they have been taught to conquer the unknown word. With this problem, the researcher views those students need to know how to cluster the related words from potential idea before starting to compose any piece of writing.

Clustering the topic word is necessary accomplished to cover the widest possible area of the topic idea intended. Clustering the topic word also means developing the students' vocabulary mastery. There is actually a general agreement that the possession of a large number of vocabulary items is necessary for writing a well-organized paragraph. It is done with the attempt of compiling an adequate expression in composing a paragraph on the part of the students' need. To understand a piece of writing in English, a student obviously has to learn more than just developing an idea. Students should also know more than just a sentence and to understand how each word fits together with other words in syntactical construction. This technique is mainly dependents upon the word lists constructed. To maximize this technique, lecturers should first explain that there are four main stages in the writing process: planning, prewriting, writing and revising drafts, and writing the final copy to hand in. Each stage, of course, has to be viewed as an important aspect of composing good English essay writing.

Research Method and Discussion

3.1 Subject of the study

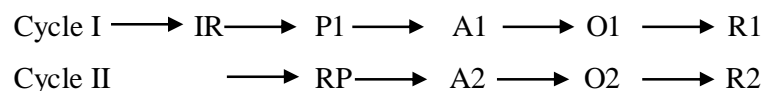
Semester 6 students at International Bali Institute of Tourism (iBIT) are at 6 different classes. The researcher will limit the subjects of the study. The subjects of this classroom action research study are the students of semester 6 using purposive sampling of 47 students. The researcher chooses those students because the researcher has assumed that they still have a crucial problem in essay writing about tourism topics.

3.2 Research design

This classroom action research study is conducted to answer the question of the effectiveness of teaching essay writing using words clustering technique as a key contextual aid to the semester 6 students of iBIT in the academic year of 2016/2017. The most appropriate procedure developed in this classroom action research study is, using one group pre-test and post-test research design with descriptive analysis. Widodo and Mukhtar (2000) define that descriptive research methodology is a means of a research, which involve research problems, research theory and design, research procedure, analysis data and research reports. Widodo and Mukhtar further remark that in descriptive research methodology the data analysis can be scored quantitatively using ordinal number.

This classroom action research study which focuses on teaching essay writing using words clustering technique as a key contextual aid will use two kinds of tests, that is; initial reflection (IR) or pre-test and reflection (R) or post-test. Therefore the teaching and learning process will be divided into two cycles where each cycle consists of four successive sessions. Each session will be formulated into four interrelated activities, namely; planning (P), action (A), observation (O), and reflection (R).

To make it more apparent, the procedure of the above-mentioned classroom action research study is depicted in the following figure:



Initial reflection (IR) or pre-test is intended to measure the pre-existing essay writing ability of the subjects of the study. Reflection (R) or post-test, which is

administered at the end of each session, is meant to reveal the expected increasing essay writing achievement of the subjects of the study after they have been taught by means of words clustering technique as a key contextual aid in teaching essay writing.

This classroom action research study is mainly intended to find out the effectiveness of teaching essay writing using word clustering technique as a key contextual aid. Based on this statement, the result of the reflection (R) or pre-test in Cycle I will be used as a very valuable input to accordingly revise the planning in Cycle II. Therefore, the Cycle II that begins with revised planning (RP) is expected to be much more appropriate and effective way than in Cycle I in term of teaching essay writing.

The degrees of the effectiveness of teaching essay writing using words clustering technique as a key contextual aid will be figured out by comparing the mean scores of initial reflection (IR) or pre-test (X0) obtained by the subjects of the study with their corresponding mean scores of reflection (R) or post-test both in Cycle I (XI) and in Cycle II (XII).

3.2.1 Planning

The researcher has to make instructional planning for the whole sessions before this classroom action research study can be successfully undertaken. As what has been previously mentioned, the subjects of this classroom action research study are the students of semester 6 of iBIT in the academic year of 2016/2017. The undertaking of this classroom action research study was substantially based on the fact the subjects under study still have insufficient essay writing ability in English. Based on this fact, lecturers should help the students how to get rid of their problems in writing. Hence, the teaching of essay writing using word clustering technique as a key contextual aid, which is used to improve and progressively enhance the subjects' under study essay writing ability in English. It is strongly hoped that this technique would be valuably effective and efficient in guiding the subjects' understudy to overcome and improve their essay writing. To achieve the objectivity of this present classroom action study, the researcher has planned the instructional activities as follow:

1. To start with, the researcher made preliminary study to get some basic essential information of English teaching and learning process in the classroom. In this preliminary study, the researcher posed some questions to the English lecturers who teach at International Bali Institute of Tourism (iBIT) about the common problem faced by the students in learning English, particularly in essay writing. This preliminary study was also mainly intended to accomplish one of the scientific procedures in making a scientific study.
2. Preparing and administering initial reflection (IR) or pre-test in essay writing. The IR in essay writing to the subjects under study was chiefly intended to measure the real pre-existing essay writing ability of the subjects in English. In the IR the subjects are requested to write short paragraph consisting of five (5) to ten (10) sentences about topics, which are interested and familiar to the subjects under study within 45 minutes. The sentence comprising the subjects' paragraphs is scored dichotomously on the basis of grammatical sentence writing. Other aspects of essay writing, such as unity and coherence are completely ignored. They are not counted as the concern of this classroom action investigation is only on grammatical aspects of the writing.
3. Preparing and analyzing the use of word clustering technique as a key contextual aid (see Appendix 3a, 3b, 3c, 3d, 3e, 3f, 3g, and 3h). After having done this, the researcher feels that this technique could be appropriately used in teaching essay writing to students of semester 6 at iBIT. The researcher selected and prepared the technique, which presumably regarded to be good and suitable for teaching essay writing to semester 6 students who still have rather low pre-existing essay writing ability in English. The technique is arranged in such a way and then copied as many as the subjects so as to serve the purpose of this classroom action research study most effectively and efficiently.
4. Designing lesson plans or setting up the teaching scenarios for this classroom action research study. The researcher designed and planned four lesson plans or teaching scenarios because the researcher designed two cycles with eight sessions. Thus, each lesson plan was used to teach essay writing twice. Two lesson plans or teaching scenarios were used in cycle I and cycle II

respectively. It is necessary to note that the teaching scenarios of essay writing by using word clustering technique as contextual aids here refer to communicative teaching-learning process in the sense that the researcher tried his best to create communicative classroom activities in order to help the students under study improve and enhance their essay writing achievement in English. In line with the time schedule, each session or meeting was planned to last for about 90 minutes respectively.

5. Constructing and administering reflection or post-test by the end of each session on the basis of word clustering technique, which was being taught at that time. Each reflection was planned to last for 45 minutes. The administration of the reflection was used to measure the extent of the subjects' progress in essay writing achievement. Taking into account the grammaticality of the sentences used to compose paragraph in English scores the results of the reflections dichotomously.
6. The next activity is constructing and administering questionnaires to the subjects under study. As mentioned in the previous discussion, this classroom action research study, which dealt with the teaching of essay writing using word-clustering technique as a means of providing contextual aid, was divided into two cycles and each cycle consisted of four successive sessions. By the end of the first cycle, the researcher also administered questionnaires items to the subject under study. The administration of the questionnaires was actually intended to measure quantitatively the changing learning behaviors of the subjects under study in learning essay writing on the basis of word clustering technique.

3.2.2 Action

Implementing the previously planned teaching scenarios is the main activity in this classroom action study. In line with the objective of the action or classroom activities refer to what the researcher really did in the classroom settings during the process of teaching essay writing using word-clustering technique as a key contextual aid. In the light of actualizing communicative teaching, the researcher tries to manage and conduct the classroom activities

which had been planned previously in the teaching scenarios, so that the objective of teaching essay writing aimed for each session can be most effectively and efficiently attained. What the researcher did successively in every classroom session was principally based on three phases teaching technique. Thus, these classroom communicative activities were classified into three main parts that are, pre-activities, whilst activities, and post activities. The main activities and the general objectives of the pre-activities, whilst activities, and post activities are briefly elaborated as follow;

1. In pre-activities, the researcher who also acted as a classroom lecturer tried to activate and focus the subjects' mutual interests and concerns to the technique being used and presented as a basis in providing contextual aids in teaching essay writing. Basically, the pre-activities were intended to activate the subjects' prior knowledge related to the word clustering technique being used in providing contextual clues before trying to compose an English paragraph.
2. In whilst activities, the researcher handed out the copies of the topic word clustered of the technique being taught which had been previously prepared for the whole students. To explain the implied grammatical features and vocabulary items, the researcher uses some combinations of English and Indonesian. In short, the researcher made use of code-switching to a certain extent in order to make it clear. Some of the difficult words of the topic informed are translated into Indonesian and written on the blackboard. In an attempt to involve the whole students, the researcher asked the students to make oral composition about the technique used. However, each student was motivated and encouraged to be more creative and imaginative in writing his or her own sentences. Needless to say that some students were voluntary requested to read their paragraphs loudly in front of the classroom. They were also requested to scrutinize their respective essay writing more critically and thoroughly in terms of their correct use of grammatical structures. The researcher finally justified and explained the students' paragraphs mostly in terms of the correct use of different tenses as well as their appropriate use of words. These whilst activities, which dominantly constituted the classroom activities, were planned to last for about 45 minutes for each session.

3. In the post activities, the researcher administered reflection or post-test in essay writing. That is, by the end of each session the students were instructed to write short paragraph consisting of ten sentences about the topic word clustered that had been discussed. Reflection was actually intended to measure the subjects' progressing ability in writing paragraph on the basis of the word clustering technique. In the course of post-test activities the students were strictly prohibited to cooperate or to work together. The post activities in each session were planned to proceed for about 25 minutes. The subjects' paragraphs were collected, taken home, and scored dichotomously. The error found out in the subjects' paragraphs would be discussed in the upcoming session. In this way, the students were really hoped to learn more and more from their errors and mistakes.

3.2.3 Observation

In this classroom action research study, the researcher also acted or behaved as a classroom lecturer as well as an observer. This suggests that classroom observation was simultaneously carried out while he was teaching essay writing using word-clustering technique as a means of providing contextual aids. In the light of class action study, observation was intended to see whether or not the teaching learning process being undertaken, in this case the teaching of essay writing using word-clustering technique, could improve and promote their achievement in essay writing. Besides, it was also meant to see whether there were any positive changing behaviors, motivation and attitudes, on the part of the students in learning and exercising essay writing on the basis of word clustering technique.

The changing behaviors here include positive attitudes, higher motivation in learning and exercising essay writing based on picture series. The existence and the emergence of the subjects' changing behaviors are certainly reflected through their active and creative participation and involvement in learning in exercising essay writing. The researcher made use of questionnaires to measure the changing degrees of the subjects' learning behaviors, attitudes and motivation, after they had been taught essay writing in cycle I, the first four sessions.

The researcher constructed the questionnaires in the form of multiple choices on the basis of preference. To avoid any confusion and misunderstanding on behalf of the subjects under study, the questionnaires were written in Indonesian. The items of the questionnaires were scored using one (1) rating scale, and the results of the questionnaires, which were considered as the additional data required for the present classroom action study were descriptively analyzed in the forms of comparative percentages. The comparative percentage figures showing the subjects' different degrees of changing behaviors towards essay writing that were used as informative feedback and bases to make some remedial revisions for the sessions in cycle II. The questionnaires were administered to the subjects under study as soon as sessions in cycle I had been accomplished.

Some revisions made for the sessions in cycle II included: (1) giving more serious attention to the students who are sitting at the back, that is, they were more frequently asked during essay writing exercises, (2) the students are divided into nine and small groups and each group was assigned to discuss the communicated meanings of the word clustering technique and write some grammatical sentences, (3) the researcher minimized his talking at the expense of increasing the students' essay writing and motivating students to do more exercises in English.

3.2.4 Reflection

Reflections were actually post-tests in essay writing, which are given to the subjects under study on the basis of word clustering technique as contextual aids. This present class action study was divided into two cycles where each cycle consisted of four successive sessions. Because there were eight sessions in this classroom action study, the researcher had to give reflection for eight times. Each reflection was administered during the post activities of each session. Thus, in the post activities the subjects were instructed to write a short paragraph consisting of about 5 to 10 sentences based on the contextual aids of the word clustering technique being discussed. The students are encouraged to be more careful and imaginative in constructing essay writing by means of simple and correct English sentence structures.

The results of the reflections were corrected and scored at home and the subjects' errors were soon discussed in the following sessions. The subjects' paragraphs in English were corrected and scored in terms of the grammaticality of the sentence structures and the choices of words commonly used in the contexts of the clustered words under discussion. In this way the whole students were expected to learn from their preceding errors and exercises so that they could write much better paragraphs in the rest of the sessions. The results of the entire whole reflections or post-tests in cycle I was used as feedback and bases to plan and carry out the actions in cycle II in much better ways. The reflection given by the end of session is planned to last for 30 minutes.

3.3 Data Analysis

The primary data required to answer the research question under investigation are collected through administering initial reflection (IR) or pre-test and reflection or post-test, whereas some supporting additional data were gathered through administering questionnaire items to the subjects under study, that is, students of semester 6 at iBIT. There are substantially three kinds of raw scores obtained for the present class action study, that is: (1) scores indicating the subjects' pre-existing ability in essay writing; (2) scores showing the subjects' progress achievement in essay writing; and (3) scores showing the subjects' changing learning behaviors in learning and exercising essay writing in English using word clustering technique as a means of providing contextual aids. This classroom action research study was undertaken from February 2017 to April 2017.

The data obtained for this classroom action research study were analyzed descriptively so as to reveal the extent of the subjects' progress or increasing ability in essay writing taught using word-clustering technique. That is, the mean score obtained by the subjects in IR (X₀) is compared with its corresponding mean scores in reflections or post-tests for both Cycle I and Cycle II. The scores showing the subjects' positive changing behaviors in learning essay writing through word clustering technique were computed in the forms of percentages that refer to the respective item of the questionnaires. To make it clear, the

comparative corresponding means between initial reflection (IR) and reflection or post-test scores were also presented in the form of block graphs. The means of IR scores and post-test scores were computed by using the formula presented below.

The grand mean of both Cycle I and Cycle II was figured out by totaling the means of the scores in each cycle and then divided by four. The amount of the difference between the two means would show the increasing effectiveness of Cycle I and Cycle II. This is essential because cycle II is the revised version of Cycle I.

In addition to administering reflection (R) by the end of each session, the data of the present class action study were also gathered through administering questionnaires to the subjects of the study by the need of cycle I. The questionnaires were constructed in the form of multiple choices and scored using one (1) rating score.

The research instruments that are used to gather the data of this present classroom action study are pre-test (IR), post-test and questionnaire items. The required data that is used to answer the research question are collected through administering pre-test (IR), post-test and questionnaire items to students sitting on semester 6 at International Bali Institute of Tourism. The purpose of having a pre-test (IR) to the subjects under study is, to establish their pre-existing ability in English essay writing. In pre-test (IR), subjects under study are kindly instructed to write a short essay writing consisting of 5 to 10 sentences using free topic in accordance with the subjects' preference.

The subjects under study can freely choose a topic that is in accordance with their preference and/or interest. Post-test in essay writing is administered for eight times, which is four times in Cycle I and another four times in Cycle II. Based on the fact that each session is ended with the administration of reflection in essay writing on the basis of word-clustering technique presented and discussed during that session. Therefore, there are nine sets of raw scores in essay writing obtained in this present classroom action study, that is; pre-test (IR) score, post-test scores in each session (IR, S1, S2, S3, S4, S5, S6, S7, and S8). The nine sets of the raw scores collected in this present classroom action study in essay writing can be tabulated in the figure below.

Figure 1

Tabulation of the Data Showing the Subjects' progressing Score in English Essay writing about Tourism Topics taught using Word Clustering Technique

Subject	IR	S1	S2	S3	S4	S5	S6	S7	S8
01	02	03	04	05	06	07	08	09	10
01	2	3	5	5	5	6	6	7	7
02	4	4	5	6	6	7	7	7	8
03	3	3	5	5	6	7	7	8	8
04	5	6	6	7	7	7	8	8	8
05	5	6	6	7	7	8	8	9	9
06	2	3	4	5	5	6	6	7	7
07	6	6	7	7	8	8	8	9	9
08	5	5	6	7	7	7	8	8	8
09	5	5	6	7	7	8	8	8	9
10	2	3	4	5	5	6	6	7	7
11	3	3	4	5	6	6	6	7	7
12	3	2	3	5	6	7	7	7	8
13	1	2	4	6	6	7	7	7	8
14	5	5	6	7	7	7	8	8	8
15	6	7	7	8	8	8	9	9	9
16	4	5	6	6	7	7	7	8	8
17	4	4	6	6	7	7	8	8	8
18	5	5	6	6	7	7	8	8	8
19	3	3	4	5	6	6	7	7	7
20	2	3	4	4	6	6	7	7	7
21	4	4	5	5	5	6	6	6	7
22	6	6	6	7	7	8	8	8	9
23	5	6	6	7	7	8	8	8	9
24	3	3	4	4	5	5	6	6	6
25	5	5	6	6	6	7	7	7	8
26	2	2	4	5	6	6	6	7	7
27	4	5	6	7	7	7	8	8	9
28	5	6	7	7	8	8	8	9	9
29	3	4	5	5	6	6	7	7	7
30	2	3	4	5	5	6	6	6	7
31	1	2	4	4	5	5	5	6	6
32	4	5	5	6	6	7	7	7	8
33	3	4	4	5	7	7	7	8	8
34	3	3	4	4	6	6	7	7	7
35	2	2	3	5	5	6	6	6	7
36	2	2	4	6	6	7	7	7	8
37	3	3	4	5	6	6	7	7	8
38	4	4	5	5	5	6	6	6	7
39	6	6	6	7	7	8	8	8	9
40	3	4	5	6	7	7	8	8	9

41	5	6	6	7	7	7	8	8	9
42	1	2	4	4	6	6	7	7	7
43	1	2	3	5	6	6	6	7	7
44	5	5	6	7	7	7	8	8	8
45	6	7	7	7	8	8	8	9	9
46	4	5	6	6	6	7	7	7	7
47	4	5	5	6	7	7	8	8	8
TOTAL	171	194	238	272	298	318	336	350	368

The additional data required for this present classroom action study are gathered through administering the questionnaire items to the subjects under study. The answers of the questionnaire items are quantitatively scored using one (1) rating scale. The scores that are gathered from administering questionnaire items showed the subjects' changing motivation and attitude in learning essay writing through word clustering technique as a mean of providing contextual aids in the process of teaching and learning essay writing. The data obtained from administering the questionnaire items are tabulated in the figure below.

Figure 2

Tabulation of the Data Showing the Subjects' Changing Motivation and Attitude in Learning Essay writing about Tourism Topics taught Using Word Clustering Technique

Subject	Questionnaire Items			
	A	B	C	D
	02	03	04	05
01	7	6	2	0
02	6	6	3	0
03	8	6	1	0
04	7	6	2	0
05	6	7	2	0
06	9	5	1	0
07	7	6	2	0
08	7	7	1	0
09	10	3	2	0
10	8	6	1	0
11	7	6	2	0
12	7	7	1	0
13	8	6	1	0
14	9	4	2	0
15	10	4	1	0
16	6	8	1	0

17	7	7	1	0
18	7	6	2	0
19	5	8	2	0
20	6	8	1	0
21	7	7	1	0
22	8	6	1	0
23	6	8	1	0
24	7	6	2	0
25	6	7	2	0
26	7	7	1	0
27	6	7	2	0
28	8	6	1	0
29	6	6	3	0
30	7	6	2	0
31	8	5	2	1
32	8	6	1	0
33	10	4	1	0
34	5	8	2	0
35	6	7	2	0
36	7	7	1	0
37	7	6	2	0
38	7	5	2	1
39	8	6	1	0
40	6	7	2	0
41	7	7	1	0
42	7	6	2	0
43	6	8	1	0
44	6	7	2	0
45	8	6	1	0
46	6	7	2	0
47	7	6	2	0
TOTAL	334	296	74	2

The main important required data, which is the form of nine sets scores showing the subjects' progressing essay writing ability in English taught using word clustering technique as a key contextual aid in learning essay writing should be analyzed and then the results of the analyzed data will be further discussed. But before the above data is analyzed, the data is firstly tabulated in the figure below:

Figure 3

Tabulation of the Data showing the Frequency Distribution of the Initial Reflection (IR) or Pre-test and Reflection or Post-test Scores in English Essay writing about Tourism Topics taught using Word Clustering Technique

Pre-test		Cycle I								Cycle II							
S0		S1		S2		S3		S4		S5		S6		S7		S8	
X0	F0	X1	F1	X2	F2	X3	F3	X4	F4	X5	F5	X6	F6	X7	F7	X8	F8
6	5	7	2	7	4	8	1	8	4	8	9	9	1	9	5	9	12
5	11	6	8	6	16	7	14	7	17	7	20	8	18	8	17	8	17
4	9	5	11	5	9	6	11	6	17	6	16	7	16	7	19	7	16
3	10	4	7	4	15	5	16	5	9	5	2	6	11	6	6	6	2
2	8	3	11	3	3	4	5					5	1				
1	4	2	8														

Where : S = Session

X = Score of the Students

F = Frequency Distribution

Based on the tabulation presented in Figure 1 and Figure 2 of the data above, the Mean of Initial Reflection (IR) or Pre-test score (X0) and the Mean scores of the Reflection or Post-test scores for eight sessions (X1, X2, X3, X4, X5, X6, X7, and X8) obtained by the students of semester 6 at International Bali Institute of Tourism (iBIT) in the academic year of 2016/2017 can be finally computed in the following tabulation:

$$1. \text{ The } X_0 \text{ of IR score} = \frac{X_0}{N} = \frac{171}{47} = 3.63$$

$$2. \text{ The } X_1 \text{ of } S_1 \text{ score} = \frac{X_1}{N} = \frac{194}{47} = 4.12$$

$$3. \text{ The } X_2 \text{ of } S_2 \text{ score} = \frac{X_2}{N} = \frac{238}{47} = 5.06$$

$$4. \text{ The } X_3 \text{ of } S_3 \text{ score} = \frac{X_3}{N} = \frac{272}{47} = 5.78$$

$$5. \text{ The } X_4 \text{ of } S_4 \text{ score} = \frac{X_4}{N} = \frac{298}{47} = 6.34$$

$$6. \text{ The } X_5 \text{ of } S_5 \text{ score} = \frac{X_5}{N} = \frac{318}{47} = 6.76$$

$$7. \text{ The } X_6 \text{ of } S_6 \text{ score} = \frac{X_6}{N} = \frac{336}{47} = 7.14$$

$$8. \text{ The } X7 \text{ of } S7 \text{ score} = \frac{X7}{N} = \frac{350}{47} = 7.44$$

$$9. \text{ The } X8 \text{ of } S8 \text{ score} = \frac{X8}{N} = \frac{368}{47} = 7.82$$

The Grand Mean (XI) of the Post-test scores in Cycle I is:

$$\frac{X1 + X2 + X3 + X4}{4} = \frac{4.12 + 5.06 + 5.78 + 6.34}{4} = \frac{21.3}{4} = 5.32$$

The Grand Mean (XII) of the Post-test scores in Cycle II is:

$$\frac{X5 + X6 + X7 + X8}{4} = \frac{6.76 + 7.14 + 7.44 + 7.82}{4} = \frac{29.6}{4} = 7.29$$

The results of the analyzed data above, which are the research findings of this classroom action research study, can be summarized in the following figure.

Figure 4

The Summary of the Research Findings Showing the Mean of Each Session and the Grand Mean of Cycle I and Cycle II

Pre-test/IR	S0	X0 = 3.63	Grand Mean
Cycle I	S1	X1 = 4.12	XI = 5.32
	S2	X2 = 5.06	
	S3	X3 = 5.78	
	S4	X4 = 6.34	
Cycle II	S5	X5 = 6.76	XII = 7.29
	S6	X6 = 7.14	
	S7	X7 = 7.44	
	S8	X8 = 7.82	

The additional supporting data are gathered by administering Questionnaire Items at the end of Cycle I. The additional supporting data obtained from the questionnaire items are computed and discussed in the light of this classroom action research study. The computation of comparative percentage

scores of the Questionnaire Items showing the subjects' total responses for the respective items of A, B, C, and D is shown below:

$$1. \text{ Total Percentage of Item A} = \frac{334}{706} \times 100 \% = 47.3 \%$$

$$2. \text{ Total percentage of Item B} = \frac{296}{706} \times 100 \% = 41.9 \%$$

$$3. \text{ Total Percentage of Item C} = \frac{74}{706} \times 100 \% = 10.4 \%$$

$$4. \text{ Total Percentage of Item D} = \frac{2}{706} \times 100 \% = 0.28 \%$$

The research finding of this classroom action research study that is summarized in Figure 4 plainly shows that:

1. The Mean of the Pre-test or IR score obtained by subjects under study in essay writing is 3.63. This Mean marks that the ability of the subjects under study is still low.
2. The Mean of the Post-test or R scores in essay writing in Cycle I obtained by the subjects under study shows an increasing Mean of 4.12 for S1, 5.06 for S2, 5.78 for S3, and 6.34 for S4. It is clearly seen that each session is comparatively higher than the Mean of the Pre-test or IR score.
3. The Mean of the Post-test or R scores in essay writing in Cycle II obtained by the subjects under study shows higher increasing Mean of 6.76 for S5, 7.14 for S6, 7.44 for S7, and 7.82 for S8. The Mean resulted in each session is still significantly higher compared to the Mean of Pre-test or IR score.

The Grand Mean obtained by the subjects under study for both Cycle I and Cycle II which is XI = 5.32 and XII = 7.29 are convincingly much higher than the Mean of the Pre-test or IR score which is 3.63. The Grand Mean of Cycle II is also higher compared to the Grand Mean of Cycle I. The difference between these two Grand Mean is 1.97 (XII – XI = 7.29-5.32 = 1.97). This comparative difference is clearly significant to the findings of this classroom action research study. The findings of this classroom action research obviously showed that the essay writing ability of the subjects under study are progressed and increased significantly in each session after they have been taught using word clustering technique as a key contextual aid in teaching essay writing.

The results of the scored questionnaire items show an increasing comparative percentage of 0.28 %, 10.4 %, 41.9 % and 47.3 %. These comparative findings clearly support the main important findings of the Pre-test or IR and Post-test or R scores in this classroom action research study. The comparative percentage obtained by the subjects under study for the questionnaire items shows the subjects' positive changing in learning essay writing that is taught using word clustering technique.

3.3 Discussion

The establishment of the data analysis of this classroom action research study, which investigates the Effectiveness of Teaching Essay writing through Word Clustering Technique, reveals that the Mean of the Pre-test or IR score (X0) obtained by the subjects under study in Essay writing is 3.63. This Mean Figure clearly points out that the pre-existing essay writing ability of the subjects under study is still low. As what has previously been mentioned, writing is also a very important and meaningful mean of communication and considering that the writing ability of the subjects under study is still low. Therefore, it is a need that the subjects' writing problems should be immediately dealt with. Since writing is a complex skill, there are many factors involved in essay writing inability of the subjects under study. However, in this classroom action research study, it is only the Effectiveness of Teaching Essay writing through Word Clustering Technique will be analyzed and discussed in accordance with the results of the Mean score of X0, XI, XII, and the results of the scores of the Questionnaire Items.

The results of the data analysis of the post-test or reflection in Cycle I respectively show an increasing Mean of 4.12 in S1, 5.06 in S2, 5.78 in S3, and 6.34 in S4. The Grand Mean (XI) of the Post-test or Reflection in Cycle I is 5.32. It is obviously seen that the Mean of each Post-test or Reflection which is 4.12, 5.06, 5.78 and 6.34 in Cycle I is clearly higher than the Mean of the Pre-test or Initial Reflection which is 3.63 and the Grand Mean (XI) of the Post-test score in Cycle I which is 5.32 still also much higher compared to the result of the Mean of Pre-test score which is 3.63. These research findings plainly proved that the writing ability of the subjects under study significantly progressed and improved

after having been taught using Word Clustering Technique as a key contextual aid in Teaching Essay writing.

The results of the Questionnaire Administration which were scored using one (1) rating scale shows the comparative percentage of 47.3 %, 41.9 %, 10.4 % and 0.28 % for each Questionnaire Item indicating the response of A, B, C, and D respectively. These comparative percentages of the Questionnaire Items indicate that most students of semester 6 of International Bali Institute of Tourism (iBIT) in the academic year of 2016/2017 shows positive attitudes and behaviors as well as shows a higher motivation in learning Essay writing.

The data analysis of the Post-test or Reflection score in Cycle II shows the results of 6.76 in S5, 7.14 in S6, 7.44 in S7 and 7.82 in S8. Compared to the Mean of the Pre-test or IR score (X0) that is 3.63, the Mean figure of each session obtained by the subjects under study is still much higher. The Grand Mean of the post-test or Reflection obtained by the subjects under study in Cycle II is 7.29. The difference Mean between Cycle I and Cycle II is 1.97 (XII – XI). This significant Mean indicates that the Teaching of Essay writing in Cycle II (S5, S6, S7, and S8) using Word Clustering Technique can remark to be more effective and meaningful than in Cycle I and in the Pre-test or IR. This is logically true due to the fact that Cycle II is the Revised Version of the Cycle I. These findings further show and prove that Teaching Essay writing through Word Clustering Technique can significantly increase and enhance the subjects' Essay writing ability in English.

All the above-mentioned data analysis prove that this classroom action research study, which investigates the Effectiveness of Teaching Essay writing through Word Clustering Technique, reveals that this technique is an effective technique to be applied in teaching English, especially in teaching essay writing.

The findings of this classroom action research study point out that the use of the Word Clustering Technique in Teaching Essay writing can motivate the subjects under study to be more active and creative in classroom activity, particularly during the Writing Class Session. Needless to say, there are still many factors that contaminate the validity and reliability of these research findings, which are beyond the researcher's attentive power and/or ability, such as time

limitation in conducting teaching session and shortly experience working with the subjects under study, as well as not knowing the previous English learning motivation of the subjects under study.

CONCLUSION

After the research findings have been analyzed and discussed, this classroom action research study can be finally concluded. Some practical suggestions in reference to the significance of this established research findings are also suggested. These suggestions are considered to be relevant and important for the English lecturers, especially for the English lecturers who teach English essay writing as a foreign language.

4.1 Conclusion

As it has been previously mentioned, this classroom action research study deals with the Teaching of Essay writing using Word Clustering Technique as a key contextual aid to the students of semester 6 of International Bali Institute of Tourism (iBIT) in the academic year of 2016/2017. The use of the Word Clustering Technique in Teaching Essay writing in this classroom action research study made use of Pre-test or Initial Reflection and Post-test or Reflection as well as the percentage score of the Questionnaire Items conducted at the end of Cycle I in collecting the required data. Research design is divided into two cycles in which each cycle consists of four successive sessions. Therefore, the objective of this classroom action research study is, to help the subjects under study improve and enhance their essay writing ability. The results of the required data for this classroom action research study can be summarized in the following conclusion:

1. The Mean of the Pre-test or IR score obtained by the subjects under study is 3.63. This clearly shows that the essay writing ability of the subject under study is low (see Figure 4).
2. The Mean of the Post-test or R scores both in Cycle I and in Cycle II shows an increasing figure which is 4.12 in S1, 5.06 in S2, 5.78 in S3, 6.34 in S4, 6.76 in S5, 7.14 in S6, 7.44 in S7 and 7.82 in S8 (see Figure 4). These figures show that the Mean of the Post-test or R scores in each session is much higher than the Mean of Pre-test or IR in Essay writing. It

is apparently seen that the Essay writing ability or achievement of the subjects under study is progressed through each session after having been taught using Word Clustering Technique.

3. The data analysis further leads to the computation of the Grand Mean score for both Cycles I and Cycle II. The computation of the Grand Mean resulted in Cycle I (XI) is 5.32. The computation of the Grand Mean resulted in Cycle II is 7.29. The difference Mean of Cycle I and cycle II is 1.97 ($XII - XI = 7.29 - 5.32 = 1.97$). These findings plainly show that the Mean of the Pre-test or IR that is 3.63 is much lower compared to the Grand Mean of Cycle I ($XI = 5.32$) and Cycle II ($XII = 7.29$). The findings of this classroom action research study clearly revealed that this technique could significantly improve the writing ability of the subjects under study.
4. The supporting required data from the Questionnaire Items given to the subjects under study shows an comparative percentage of 47.3 %, 41.9 %, 10.4 % and 0.28 % for the respective total questionnaire items pointing A, B, C and D. These comparative percentages are used to show the changing behavior and motivation of the subjects under study in learning Essay writing. These findings indicate that most students at semester 6 actively involve and participate in classroom activity, particularly during the Writing Class Session.

From the summary of the research findings above, the researcher can conclude that the Word Clustering Technique is good and effective technique to be applied in Teaching Essay writing.

4.2 Suggestions

After having analyzed and applied the Word Clustering Technique in Teaching Essay writing, the researcher can suggest that English lecturers, especially English lecturers who teach the second year students of International Bali Institute of Tourism (iBIT) need to:

1. Plan a more comprehensive lesson plan before teaching essay writing.
2. Be more active and innovative in applying different teaching technique.

3. Be creative in making and experiencing the Word Clustering Technique in Teaching Essay writing.
4. Keep improving their skills in making an effective use of the Word Clustering Technique.
5. Try to use this technique in teaching vocabulary.
6. Give more essay writing assignments and/or homework to the students on the basis of Word Clustering Technique.

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